GCSE
ENGLISH LANGUAGE
8700/2

Paper 2 Writers' viewpoints and perspectives

Mark scheme

June 2023

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Introduction

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Level of response marking instructions

Level of response mark schemes for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

Level 4	Perceptive, detailed
Level 3	Clear, relevant
Level 2	Some, attempts
Level 1	Simple, limited.

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking**.

Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

Step 2 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

The Indicative Standard column in the mark scheme will help you determine the correct level. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

Step 3 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
AO2	• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

0 1 Read again the first part of **Source A** from **lines 1 to 7**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A The writer is at the start of his train journey.
B The writer is looking forward to leaving the train.
C The writer will be on the train for three more days.
D The train has a carriage where meals are served.
E The writer thinks the bread has been delicious.
F The writer feels that he has been cut off from society while on the train.
G The writer has had many activities to keep him busy on the train.
H The writer does not have any plans for when he leaves the train.

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts

This assesses the first bullet point identify and interpret explicit and implicit information and ideas.

A	The writer is at the start of his train journey.	[F]
B	The writer is looking forward to leaving the train.	[T]
C	The writer will be on the train for three more days.	[F]
D	The train has a carriage where meals are served.	[T]
E	The writer thinks the bread has been delicious.	[F]
F	The writer feels that he has been cut off from society while on the train.	[T]
G	The writer has had many activities to keep him busy on the train.	[F]
H	The writer does not have any plans for when he leaves the train.	[T]

0 2 You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** are travelling on different types of trains.

Use details from **both** sources to write a summary of what you understand about the differences between the two trains.

[8 marks]

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts

This question assesses both bullets

Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed summary 7–8 marks	Shows perceptive or detailed synthesis and interpretation of both texts: • makes perceptive inferences from both texts • selects judicious references/use of textual detail relevant to the focus of the question • statements show perceptive differences between texts.	The train in Source A is being used to transport mail and people and so has a 'mail van', 'a dining car' and 'five sleeping cars', showing both the advances in train manufacture and the commercialisation of rail travel to enable long journeys by providing eating and sleeping facilities. This sophistication reflects significant progress in train travel and is a complete contrast to Source B where the steam engine is an earlier model and is, therefore, much simpler in its design. In Source B, the train is just a functional 'uncovered carriage' with 'benches' as the purpose at this earlier stage of invention is to develop the mechanics of the engine, not to provide more elaborate passenger facilities.
Level 3 Clear, relevant summary 5–6 marks	Shows clear synthesis and interpretation of both texts: • makes clear inferences from both texts • selects clear references/ textual detail relevant to the focus of the question • statements show clear differences between texts.	The train in Source A has an engine and several carriages which include a 'mail van', 'a dining car' and 'five sleeping cars' showing that it is used to transport letters and that people can eat and sleep on it, which suggests how the train has been developed to have a range of purposes. This is very different to Source B, where the steam engine has just been invented and has a much more basic purpose which is to provide a new and quicker form of transport. In Source B, the train is simply an engine and an 'uncovered carriage' with 'benches', so the lack of shelter and comfortable facilities suggests it is in a much earlier stage of its development.

Level 2 Some attempts at summary 3–4 marks	Shows some interpretation from one/both texts: • attempts some inference(s) from one/both texts • selects some appropriate references/textual detail from one/both texts • statements show some difference(s) between texts.	The train in Source A is long and has an engine and several carriages including a 'mail van', 'a dining car' and 'five sleeping cars' which shows that the train is used for many reasons. This is different from the train in Source B, which is much shorter and more basic. The train in Source B has just a 'little engine' and an 'uncovered carriage' which shows it is not very comfortable.
Level 1 Simple, limited summary 1–2 marks	Shows simple awareness from one/both texts: • offers paraphrase rather than inference • selects simple reference(s)/textual detail(s) from one/both texts • statements show simple difference between texts.	The train in Source A is big as it has lots of carriages because it says, 'five sleeping cars'. This is different to the train in Source B, which is smaller. The train in Source B is not big as it is described as a 'little engine' and it has one carriage.
Level 0 No marks	Nothing to reward.	

Note

- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus of this question is the difference between the trains.

AO1 content may include ideas such as:

- size
- number of carriages
- facilities/comfort
- performance/ability
- stage in development
- number of passengers
- purpose/design
- duration of journey
- materials
- safety.

0 3 You now need to refer only to **Source A** from **lines 12 to 23**.

How does the writer use language to describe the train crash?

[12 marks]

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

This question assesses Language ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms.

Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Detailed, perceptive analysis 10–12 marks	Shows detailed and perceptive understanding of language: • analyses the effects of the writer's choices of language • selects a range of judicious textual detail • makes sophisticated and accurate use of subject terminology.	The writer uses the hyperbole 'my heaviest suitcase was cannonaded down' to describe how the impact of the train crash was like a deliberate act of warfare. The use of the military verb 'cannonaded' conveys the writer's sense of being victimised as he describes the simple dislodging of his suitcase by physical force as a metaphorical attack by the train, as it has turned his own possession into a weapon to be used against him.
Level 3 Clear, relevant explanation 7–9 marks	Shows clear understanding of language: • explains clearly the effects of the writer's choices of language • selects a range of relevant textual detail • makes clear and accurate use of subject terminology.	The writer uses the hyperbole 'my heaviest suitcase was cannonaded down' to describe how the train crash was so forceful that it felt like he was being bombarded. The metaphor of 'cannonaded' suggests that the impact of the train crash turns the suitcase into a weapon being fired which creates the idea of the writer being under attack.
Level 2 Some understanding and comment 4–6 marks	Shows some understanding of language: • attempts to comment on the effect of language • selects some appropriate textual detail • makes some use of subject terminology, mainly appropriately.	The writer uses lots of different language to describe the train crash. He uses the hyperbole 'my heaviest suitcase was cannonaded down' to show how the crash was powerful enough to move a heavy object so that it smashed into his knees.

Level 1 Simple, limited comment 1–3 marks	Shows simple awareness of language: • offers simple comment on the effect of language • selects simple reference(s) or textual detail(s) • makes simple use of subject terminology, not always appropriately.	The writer describes the train crash as 'From the rack above me my heaviest suitcase was cannonaded down'. This is hyperbole as it is just a suitcase hitting his legs, but he uses this to emphasise how heavy it was.
Level 0 No marks	Nothing to reward.	

Note

- If a student writes about language outside of the given lines or from the wrong source (but with the correct focus), the response should be placed in the appropriate level according to the quality of what is written, but placed at the bottom of the level.
- A student has to address the correct focus of the question to achieve L3 or above.

AO2 content may include the effect of language features such as:

- onomatopoeia – 'crash'
- adjectives – 'frightful', 'heaviest', 'spectacular'
- verbs – 'cannonaded', 'tilted', 'dug in', 'disposed'
- alliteration – 'fearful force'
- short sentences – 'I sat up in my bed', 'It was six o'clock. I began to dress. I felt very much annoyed.'
- adverbs – 'drunkenly', 'refreshingly', 'primly', 'definitely'
- zoomorphism – 'snorting steam'
- personification – 'sprawled foolishly', 'defiant and naughty look', 'definitely conscious of indiscretion'
- metaphors – 'cannonaded', 'dug in', 'little world'
- juxtaposition of 'grotesque' and 'primly'
- hyperbole – 'end of the world', 'broken both my legs'.

0 4 For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different feelings and perspectives about their experiences of travelling on a train.

In your answer, you could:

- compare their different feelings and perspectives
- compare the methods the writers use to convey their different feelings and perspectives
- support your response with references to both texts.

[16 marks]

AO3	**Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.**	
Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed comparison 13–16 marks	Compares ideas and perspectives in a perceptive way: • analyses how writers' methods are used • selects a range of judicious supporting detail from both texts • shows a detailed and perceptive understanding of the different ideas and perspectives in both texts.	The writer of Source A feels that his experience of travelling by train has been something to be endured rather than enjoyed and he cannot wait for his journey to end after over a week of travel. His use of repetition and listing of 'no more' in his first paragraph not only makes clear how many tedious aspects of the journey he disliked but also reflects the intense monotony he has felt on this trip. In complete contrast to these contemptuous and weary feelings of the writer of Source A, the writer of Source B is filled with admiration and awe as she embraces the novelty of train travel. She indicates this from the start of her letter with the idea that ordinary writing paper is not adequate to contain her 'raptures'. Her use of 'raptures' has connotations of euphoria and an almost spiritual experience. Here, the writer of Source B establishes the idea of how fantastical her trip was.

Level 3 Clear, relevant comparison 9–12 marks	Compares ideas and perspectives in a clear and relevant way: • explains clearly how writers' methods are used • selects relevant detail to support from both texts • shows a clear understanding of the different ideas and perspectives in both texts.	The writer of Source A feels that his experience of train travel has been miserable because he has been on this train for so long and become bored, so he is looking forward to the end of his long journey. He uses repetition and listing of 'no more' in his first paragraph to highlight how many aspects of the experience he cannot wait to leave behind. On the other hand, the writer in Source B feels that her train ride has been thrilling, which may link to this being her first time on a train, unlike the more experienced writer of Source A. Her delight in the experience is clear at the start of her letter, where the noun 'raptures' suggests she felt in a state of utter joy. She is amazed by her journey because it is such a new and extraordinary experience.
Level 2 Some attempts at comparison 5–8 marks	Attempts to compare ideas and perspectives: • makes some comment on how writers' methods are used • selects some appropriate textual detail/references, not always supporting, from one or both texts • shows some understanding of different ideas and perspectives.	The writer of Source A feels that his experience of travelling by train has been awful and he is fed up of being on the train. At the start, he uses repetition and listing of 'no more' to emphasise the things he doesn't like about the train. On the other hand, the writer in Source B has really enjoyed her train ride and had a great time. She uses the phrase 'my raptures' to make it clear that her experience was very exciting. This shows that she is more enthusiastic about her experience.
Level 1 Simple, limited comment 1–4 marks	Makes simple cross reference of ideas and perspectives: • makes simple identification of writers' methods • selects simple reference(s)/textual detail(s) from one or both texts • shows simple awareness of ideas and/or perspectives.	The writer of Source A feels that his experience of travelling by train is negative and he doesn't like it. At the start he repeats 'no more' to show the bad things about the train journey. This is different from Source B, where the writer feels positive about her train ride. She says 'my raptures' to her friend at the start of her letter. This shows that the writer has liked her experience.
Level 0 No marks	Nothing to reward.	

Note

- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with both texts to achieve L3 or above.
- References to the writers' methods may be implicit without specific mention of the writer.

AO3 content may include the comparison of feelings and perspectives such as:

- boredom/intrigue
- loathing/liking
- familiarity/novelty
- apathy/curiosity
- experience/innocence
- underwhelmed/overwhelmed
- confinement/freedom
- contempt/admiration for the train.

and comment on methods such as:

- first-person accounts – though Source A is travel writing with a general, public and plural audience and Source B is a private letter with a specific, singular audience
- chronological narrative structure of the end of the experience in Source A and the whole experience in Source B
- shifts between action and reflection in both Source A and Source B
- climax of the train crash in Source A and the experience of the journey in Source B
- tone – sardonic/mocking but also dramatic in Source A; dramatic/excited but also explanatory in Source B
- language features – personification in both Source A and B; listing in both Source A and B; repetition in both Source A and Source B; use of full name of train in Source A, various animal synonyms for engine in Source B
- audience – no direct reference to reader in Source A, direct address of letter recipient with second person pronoun in Source B
- word choice.

0 5 'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.'

Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Content and Organisation		
Level		**Skills Descriptors**
Level 4 **Compelling, convincing communication** 19–24 marks	Upper Level 4 22–24 marks	**Content** • Communication is convincing and compelling. • Tone, style and register are assuredly matched to purpose and audience. • Extensive and ambitious vocabulary with sustained crafting of linguistic devices. **Organisation** • Varied and inventive use of structural features. • Writing is compelling, incorporating a range of convincing and complex ideas. • Fluently linked paragraphs with seamlessly integrated discourse markers.
	Lower Level 4 19–21 marks	**Content** • Communication is convincing. • Tone, style and register are convincingly matched to purpose and audience. • Extensive vocabulary with conscious crafting of linguistic devices. **Organisation** • Varied and effective structural features. • Writing is highly engaging with a range of developed complex ideas. • Consistently coherent use of paragraphs with integrated discourse markers.

<table>
<tr><td rowspan="2">Level 3
Consistent, clear communication

13–18 marks</td><td>Upper Level 3
16–18 marks</td><td>Content
• Communication is consistently clear.
• Tone, style and register are consistently matched to purpose and audience.
• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.
Organisation
• Effective use of structural features.
• Writing is engaging, using a range of clear, connected ideas.
• Coherent paragraphs with integrated discourse markers</td></tr>
<tr><td>Lower Level 3
13–15 marks</td><td>Content
• Communication is generally clear.
• Tone, style and register are generally matched to purpose and audience.
• Vocabulary clearly chosen for effect and appropriate use of linguistic devices.
Organisation
• Usually effective use of structural features.
• Writing is engaging, with a range of connected ideas.
• Usually coherent paragraphs with range of discourse markers.</td></tr>
<tr><td rowspan="3">Level 2
Some successful communication

7–12 marks</td><td>Upper Level 2
10–12 marks</td><td>Content
• Communicates with some sustained success.
• Some sustained attempt to match tone, style and register to purpose and audience.
• Conscious use of vocabulary with some use of linguistic devices.
Organisation
• Some use of structural features.
• Increasing variety of linked and relevant ideas.
• Some use of paragraphs and some use of discourse markers.</td></tr>
<tr><td rowspan="2">Lower Level 2
7–9 marks</td><td>Content
• Communicates with some success.
• Attempts to match tone, style and register to purpose and audience.
• Begins to vary vocabulary with some use of linguistic devices.</td></tr>
<tr><td>Organisation
• Attempts to use structural features.
• Some linked and relevant ideas.
• Attempt to write in paragraphs with some discourse markers, not always appropriate.</td></tr>
</table>

<table>
<tr><td rowspan="2">Level 1
Simple, limited communication

1–6 marks</td><td>Upper Level 1
4–6 marks</td><td>Content
• Communicates simply.
• Simple awareness of matching tone, style and register to purpose and audience.
• Simple vocabulary; simple linguistic devices.

Organisation
• Evidence of simple structural features.
• One or two relevant ideas, simply linked.
• Random paragraph structure.</td></tr>
<tr><td>Lower Level 1
1–3 marks</td><td>Content
• Limited communication.
• Occasional sense of matching tone, style and register to purpose and audience.
• Simple vocabulary.

Organisation
• Limited or no evidence of structural features.
• One or two unlinked ideas.
• No paragraphs.</td></tr>
<tr><td>Level 0
No marks</td><td colspan="2">Students will not have offered any meaningful writing to assess.
Nothing to reward.</td></tr>
</table>

AO6	Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
Technical Accuracy	
Level	**Skills Descriptors**
Level 4 13–16 marks	• Sentence demarcation is consistently secure and consistently accurate. • Wide range of punctuation is used with a high level of accuracy. • Uses a full range of appropriate sentence forms for effect. • Uses Standard English consistently and appropriately with secure control of complex grammatical structures. • High level of accuracy in spelling, including ambitious vocabulary. • Extensive and ambitious use of vocabulary.
Level 3 9–12 marks	• Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, mostly with success. • Uses a variety of sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling, including complex and irregular words. • Increasingly sophisticated use of vocabulary.
Level 2 5–8 marks	• Sentence demarcation is mostly secure and sometimes accurate. • Some control of a range of punctuation. • Attempts a variety of sentence forms. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words. • Varied use of vocabulary.
Level 1 1–4 marks	• Occasional use of sentence demarcation. • Some evidence of conscious punctuation. • Simple range of sentence forms. • Occasional use of Standard English with limited control of agreement. • Accurate basic spelling. • Simple use of vocabulary.
Level 0 No marks	Students' spelling, punctuation etc is sufficiently poor to prevent understanding or meaning.